

SPAULDING ELEMENTARY

204 East Pearl Street
Lamar, South Carolina 29069

GRADES 4-6 Elementary School

ENROLLMENT 265 Students

PRINCIPAL Vernisa Y. Bodison 843-326-7666

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma Dawson 843-398-5200

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	15	67	48	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Average	N/A
2003	Below Average	Average	No
2004	Below Average	Below Average	No

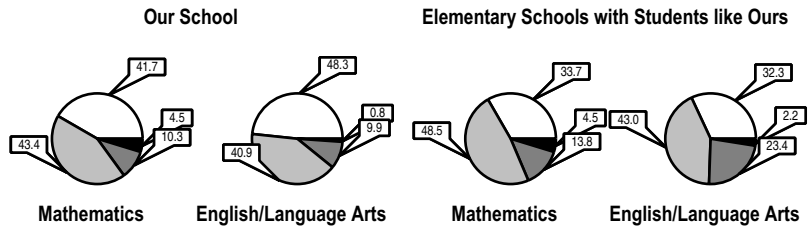
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	259	100.0	48.3	40.9	9.9	0.8	16.9	No	Yes
Gender									
Male	130	100.0	58.5	35.8	5.7	0.0	9.8		
Female	129	100.0	37.8	46.2	14.3	1.7	24.4		
Racial/Ethnic Group									
White	55	100.0	21.2	57.7	21.2	0.0	30.8	Yes	Yes
African-American	201	100.0	56.7	36.4	5.9	1.1	12.3	No	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	211	100.0	45.2	42.7	11.1	1.0	20.1		
Disabled	48	100.0	62.8	32.6	4.7	0.0	2.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	259	100.0	48.3	40.9	9.9	0.8	16.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	259	100.0	48.3	40.9	9.9	0.8	16.9		
Socio-Economic Status									
Subsidized meals	226	100.0	52.2	38.3	8.6	1.0	15.3	No	Yes
Full-pay meals	33	100.0	24.2	57.6	18.2	0.0	27.3		

Mathematics - State Performance Objective = 15.5%									
All Students	259	100.0	41.7	43.4	10.3	4.5	26.9	Yes	Yes
Gender									
Male	130	100.0	46.3	42.3	8.9	2.4	23.6		
Female	129	100.0	37.0	44.5	11.8	6.7	30.3		
Racial/Ethnic Group									
White	55	100.0	21.2	46.2	28.8	3.8	50.0	Yes	Yes
African-American	201	100.0	48.1	42.8	4.8	4.3	19.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	211	100.0	34.2	48.2	12.1	5.5	32.2		
Disabled	48	100.0	76.7	20.9	2.3	0.0	2.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	259	100.0	41.7	43.4	10.3	4.5	26.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	259	100.0	41.7	43.4	10.3	4.5	26.9		
Socio-Economic Status									
Subsidized meals	226	100.0	45.0	42.6	8.1	4.3	25.4	Yes	Yes
Full-pay meals	33	100.0	21.2	48.5	24.2	6.1	36.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	93	100.0	52.9	41.4	5.7	N/A	5.7
	Grade 5	93	100.0	48.3	44.8	6.9	N/A	6.9
	Grade 6	88	100.0	48.1	36.7	12.7	2.5	15.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	81	100.0	50.0	40.0	8.8	1.3	10.0
	Grade 5	96	100.0	56.8	34.7	8.4	N/A	8.4
	Grade 6	82	100.0	39.5	49.4	9.9	1.2	11.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	93	100.0	39.1	57.5	1.1	2.3	3.4
	Grade 5	93	100.0	39.1	47.1	13.8	N/A	13.8
	Grade 6	88	100.0	45.6	36.7	15.2	2.5	17.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	81	100.0	36.3	46.3	11.3	6.3	17.5
	Grade 5	96	100.0	55.8	36.8	6.3	1.1	7.4
	Grade 6	82	100.0	30.9	49.4	13.6	6.2	19.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 265)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	2.9%	N/A	3.6%	2.7%
Attendance rate	97.0%	Up from 94.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.0%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.9%		5.3%	3.5%
Eligible for gifted and talented	5.1%	Down from 6.8%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.9%	Down from 18.3%	8.0%	8.2%
Older than usual for grade	2.6%	Down from 3.4%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 2.4%	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	61.1%	Up from 52.6%	48.9%	51.4%
Continuing contract teachers	72.2%	Up from 63.2%	81.8%	87.5%
Highly qualified teachers**	86.7%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.1%	0.0%
Teachers returning from previous year	80.1%	Down from 84.1%	83.4%	86.7%
Teacher attendance rate	95.1%	Down from 95.7%	94.7%	94.9%
Average teacher salary	\$39,915	Up 1.3%	\$40,138	\$40,760
Prof. development days/teacher	5.0 days	Down from 21.5 days	13.8 days	12.4 days

School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	17.2 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 88.5%	89.0%	90.0%
Dollars spent per pupil*	\$6,430	Up 3.9%	\$6,675	\$6,044
Percent of expenditures for teacher salaries*	57.5%	Down from 62.6%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.7%	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was a wonderful and exciting year for Spaulding Elementary. Spaulding Elementary is a Title One school. Two hundred and sixty-three fourth through sixth grade students attended Spaulding along with thirty-five employees supporting our school-wide theme of, "Building A Community of Learners." Our 2002 PACT scores showed favorable gains and we are looking forward to constant improvement in the future.

Throughout the school year, students, parents, staff members, community members and business partners participated in a variety of educational and fun-filled activities. Activities such as Muffins for Moms, Doughnuts for Dads, Motivated Moms, Dedicated Dads, Grandparents Day, a Business Partner breakfast, Family Nights and a Family Fun Day were held to promote a sense of community. Staff development for teachers focused on Ruby Payne's book, A Framework for Understanding Poverty, and various ways to differentiate instruction and engage learners. Over fifty students participated in the Ed-Solutions after-school program from August-April. Over sixty students participated in the Spaulding tutoring program where they received help from their classroom teacher on areas that needed to be improved. Our PTO sponsored events such as honor roll and perfect attendance recognitions, talent celebrations, field day, Spring dance, teacher mini-grants, and a beautification project. Spaulding Elementary students were active in community service projects such as a toy drive and a canned food drive during the holiday season. The students also supported the community by sponsoring a "Bucks for Books" program to help raise funds for the new Lamar library. Students participated in a breakfast reading program, clubs, good behavior trips, and a live broadcast morning show called "The Spaulding Family Morning Show." The morning show featured students from each class as well as staff members and guest readers. The morning show also featured a special guest each week named "Smarty Pants." His job was to help students become super math students. Students participated in spelling bees, writing contests, and attended writing conferences. Five students were recognized at a district banquet for making all A's during the school year.

Spaulding Elementary will continue to work diligently to improve current programs and utilize new strategies to help students.

Vernisa Y. Bodison, Principal
Deidre Goodson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	74	48
Percent satisfied with learning environment	68.4%	91.8%	80.9%
Percent satisfied with social and physical environment	73.7%	91.7%	78.7%
Percent satisfied with home-school relations	44.4%	93.1%	71.1%

*Only students at the highest elementary school grade level at this school and their parents were included.